DOCUMENT RESUME

ED 080 107 JC 730 182

AUTHOR Weinstock, Chuck
TITLE Learning Contracts: Facilitating Academic Change.
INSTITUTION Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
PUB DATE Feb 73
NOTE 46p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Community Colleges; Learning Motivation; *Learning Theories; *Performance Contracts; Performance Criteria; Post Secondary Education; Program Descriptions; Student Alienation; *Student Motivation; *Student Participation

ABSTRACT

The learning contract, a written agreement between a student and a sponsor (teacher, counselor, "facilitator"), describes what the student wants to learn and states the basis on which credit is to be earned. Use of the latter concept to utilize community resources evidences the realization that learning takes place not only in schools but wherever the learner and his environment interact. The contract may or may not, depending on individual needs and preferences, designate a time limit for completion of the contract. The student and the sponsor choose learning materials, and the student participates in making assignments. The learning contract is intended to increase the student's academic and personal growth through a reduction of competitive pressure, pressure to conform, frustration, and through an increase in interest and initiative. Eight sample contracts are attached. (KM)

ED 080107

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LEARNING CONTRACTS:

FACILITATING ACADEMIC CHANGE

---

prepared by: Chuck Weinstock

JC 730 182

The Washington State
Board for Community
College Education
Research and Planning
Seattle, Washington
February, 1973

FILMED FROM BEST AVAILABLE COPY

FOREWORD

One of the most important factors in non-traditional education is the assessment and equivalency of experience-based and self-directed learning for academic recognition. Institutions of higher learning, professional associations, government agencies, and other organizations are considering this issue. It is the aim of this report to provide some general information and specific examples of the learning contract in fulfillment of requirements for academic credit. Included is a discussion of the concepts of the learning contract, actual examples of contracts presently being utilized, their uses, variations, and adaptations.

CONCEPTS IN

CONTRACT LEARNING

There is a population in every school for whom the traditional program seems to offer very little. Part of this population meets the formal requirements and graduates, but does so perhaps without realizing its potential for effective thought and behavior. For another part of the student population, school has so fully lost its meaning or relevance that members of the group drop out. Schooling no longer holds for them sufficient promise of a better life, better job, more secure future, continuing education, or improved training opportunities to outweigh its frustrations.

Thus, the traditional academic mode, still found in most colleges, is not suited to the needs of many in the learning force, nor to the information-rich world. There are many modes and approaches that enable the learner to acquire knowledge. The traditional mode is one; but many others may be better suited to individual needs. Class credit for learning that occurs prior to matriculation, off-campus learning, or "alternative schools" are some of the responses to these needs. Ways to evaluate these non-traditional approaches also are needed, of which the learning contract has proved extremely valuable and viable.

Many educators now are questioning the assumption that learning is only the absorption of subject matter. Instead, learning is a process of personal inquiry and discipline which results in change in the students' thinking, feeling, and behavior.

A corollary of this definition of learning is the belief that the goals of the student's learning, as well as teachers' evaluation of that learning, must be conceived in terms of the student's individuality and must be understood by the student. In this approach to education, the learner is not forced to give up anything. He is encouraged to maintain his own values, creativity, integrity, and self-concept as a worthwhile human being. He thus is encouraged to move on his own inclinations toward inquiry and exploration. This experience of self-direction is an essential facet of education. Even though two courses may require different learning strategies, the concern for the student as an independent learner is the same with the accent on process, rather than outcomes, two students taking the same course may not "learn" the same things, but the experiences of both are equally valid.

The learning contract is a written agreement between a student and a sponsor (teacher, counselor, "facilitator"). This contract spells out basically two things. First it describes what the student wants to learn. This is in recognition of the fact that students have wide variances of interest. Thus, education can capitalize on areas of high interest and motivation of the student. Traditional programs attempt to do this through the offering of "electives." However, the fact that students generally encounter a basically fixed set of learning activities within the context of each course tends to frustrate learning for the student.

Secondly, the learning contract states the basis on which credit is to be earned. This reflects the availability of many relevant modes and resources in the community from which the student can learn. Educators are realizing that education is not a commodity to be bought and sold by a society's institutions. Thus the learning contract extends school programs out into the community, and helps school programs keep in touch with reality.

Another advantage of the learning contract is this realization that learning does not take place solely in a vacuum--the lecture hall--but when the learner and his environment interact. Thus the curricula includes the larger society as a classroom, and students may arrange through the contract to complete some of their requirements by investigating social issues directly or learning and describing career opportunities and requirements. This not only creates a more balanced and relevant curricula and frees the students to learn and serve in the community, but validates viable learning options.

The contract also may or may not designate an amount of time by which the contract must be fulfilled. This accounts for individual differences between students. Research has demonstrated the fact that students of a similar age may vary substantially in their capabilities in skill areas. The contract can then work to fulfill these competencies and allow variation in the expected rate of learning. It also recognizes that many relevant learning activities occur when the school is closed, and is a positive

incentive for the student to capitalize on these possible experiences and receive credit. An example may be working on a local campaign or a community legal aid or service center. All of these aspects are worked out to the satisfaction of both the student and instructor. That is, it meets the students' interests and ability, and also satisfies the institution's requirements for credit to be granted.

The individual student along with the instructor choose learning materials related to the "subject" for which the former is to receive credit, and he participates in the making of assignments which will guide his work as well as will be a basis for evaluation upon completion of his learning contract. Assignments may vary from a term paper or occasional short papers, journals, portfolio, or oral examination. Evaluation occurs basically in two steps. The student meets with the sponsor during the term of the contract, and the sponsor checks his progress and perhaps suggests further possible resources. Secondly, when the completed work is submitted, it is judged as to whether its quality is a reflection of the student's ability and level of achievement.

It is the objective of the learning contract concept to increase academic and personal growth for the student through a reduction of competitive pressure, pressure to conform, frustration, and through an increase in interest. Secondly, because the student is somewhat on his own, he learns to be self-directed and increases his ability to cope with the diverse aspects of society and self.

The individualized learning contract method achieves an educational relevance through real opportunities for career exploration, testing of career alternatives, community/public service, and pertinent experiences that validate or invalidate personal growth.

We all need to develop some patience with students, and not expect them to choose, at a particular time, to accept our specific academic goals. Students will continue to find meaning in those situations where the greatest individual concern is present. The learning contract will have its greatest impact in this area of concern.

EXAMPLES OF

LEARNING CONTRACTS

All contracts must serve the needs and interests of the learner jointly with the administration. With this qualification, learning contracts can be varied to meet different organizational settings. They may vary from fairly rigid, structured contracts to less formal, loosely-tied contracts. It is advisable, however, to have several key points identified on the contract to insure that they have been considered by each participant, and explicitly stated and understood between the participants. Even these "minimum requirements" should include:

--What do you want to learn? That is, what interest or experience do you want to further and explore?

--How do you plan to do it? What activities, resources, or agencies will you utilize?

--What will be the basis on which credit will be earned? What will be the grounds on which evaluation takes place?

This section contains examples of actual learning contracts and variations in style on various educational levels.

Included are the following sample contracts:

1. Empire State College, New York: Information on the uses of contracts, and an example of a detailed contract.
2. Washington Association of Community College Student Governments: For general use in all state community colleges.
3. University of Washington, College of Education: For use in a class of 60-75 students, taught by Dr. David Island. A notable addition is Dr. Island's "hints and aids

on creating your contact," which gives students loose guidelines to help in contract writing.

4. The Nova Project, Seattle Public Schools, Washington: A fairly open-ended learning contract, leaving considerable freedom to fit the contract to different situations.
5. Bellevue Community College, Washington.
6. Community Involvement Program, Washington: Contracts developed for experienced-based learning at Walla Walla Community College, Seattle Central Community College, and Tacoma Community College.
7. Massachusetts Department of Community Affairs: A contract for public service internship.
8. Interlake High School, Bellevue, Washington: A contract which allows students to substitute individual programs for electives necessary for graduation.

EMPIRE STATE COLLEGE

Empire State College in New York offers Baccalaureate and Associate Degree programs, with no real campus and few classrooms or formal courses. The college, which operates through regional centers, allows students to progress at a pace determined by their capabilities and the weight of other responsibilities. Thus, students have the flexibility to design, with faculty counsel, study programs responsive to their needs and interests.

The following description is from the Empire State College 1972 Annual Report:

> ...Learning contracts are an agreement between student and the college, describing goals, learning experiences, and plans for evaluation. Most contracts require one to six months to complete, and they usually combine reading with action and written reports. A student going to Alaska to study Eskimo life or to Europe to view art treasures or to an urban ghetto to work in a day care center will become well acquainted with the existing literature and films of his area of interest.
>
> If he is to enroll in classes at another college or in correspondence courses, these too will be described in the learning contract. Academic credit from other accredited colleges will be applied toward the undergraduate degree at Empire State. A student may also--with the approval of his mentor--attend and receive credit for certain courses conducted by industry, government, museums, social agencies, and colleges. Some students, with a strong interest in labor studies, have received credit for courses sponsored by the United Automobile Workers in collective bargaining, public speaking, journalism, time and motion study, industrial health and safety, and political action. Policemen have received credit for FBI courses.

A learning contract, developed in collaborative effort by student and mentor, truly is an individually-tailored curriculum.

Empire State soon will offer--for those who desire a more structured and predictable educational experience--a substantial range of high-quality independent study programs supplemented with a variety of learning resources. Students who choose this route will also have their programs shaped to individual needs and goals.

The completion time of contracts, and the mentor-student contact during their execution varies. During this first year of operation, typical contracts required three months to complete, with the student visiting a learning center for conversation with his mentor twice a month, with visits ranging in length from 15 minutes to several hours.

If a student is touring Europe examining art treasures, or is a mother of five trapped at home, the mentor contact may be substantially less in the course of the contract, but greater at the beginning and end. Often, a mentor will arrange for a tutor to provide the student with instruction in a particular field. Tutors are usually teachers at other colleges or universities, but can be business executives, musicians, union officers, architects, museum officials, bureaucrats, social workers, or doctors, lawyers or Indian chiefs, depending on the student's educational objectives.

A series of successive contracts built around a particular goal shapes the student's program of study, comparable to a major or area of concentration. It is the design, execution and evaluation of the program of study that the Empire State process will be judged. It is here that it must demonstrate to the citizens of New York State that its unique form of off-campus learning is academically significant....

Each contract is evaluated by a colleague, usually the dean of the learning center, and by the Academic Affairs office at the coordinating center in Saratoga Springs. Among the criteria used during such strutiny:

> Is there a clear relationship between the educational activities in the contract and the student's purposes and background?

Does it contain solid reading and writing requirements and expectations?
Does it contain an experience element, critically analyzed?
Will the student be too dependent on the mentor?
Is the use of diverse resources and outside resource persons appropriate?
Is the length of the contract appropriate to the tasks outlined?
Is there adequate provision for rigorous evaluation?

The following excerpt from a penetrating critique to a mentor illustrates the sort of analysis and criticism that result from such examination of contracts:

"My major reaction to this contract is that it is super-ambitious. Presumably a contract describes the work a student is going to do. If he doesn't reasonably approximate that work, then the contract is judged incomplete or a failure. I don't catch that spirit in this contract and my question is: How do you establish a cutting line of minimal expectations such that there is some definite point below which a student has not achieved the terms of his contract? Unless you and the students are clear about this, then the student is left in the hands of your subjective judgement or the faculty's. Either of these possibilities seems to me to be more risky for student and less soundly educative than the agreed upon frame of reference beforehand. The first part of this contract talks about the use of 'simple observational techniques'. What are the observational techniques to be used? Does the student have any skill in observation, and if not, what help are we giving him in terms of how to observe and what framework for observation might be productive? This section suggests reading of J. K. Galbraith. What are the readings? Everything he has written? Or simply those books discussing the 1929 crash?

"If it is unspecified, how does either the student or you or the faculty know whether the terms of this contract have been fulfilled?.. We need to recognize that the student's economy and power is protected as much by a clear contract which is not over-ambitious just as is his educational development reinforced by minimal expectations set by the faculty concerning what a contract will include..."

Other constant checks on the student's progress exist. Completed contracts are evaluated but not "graded". When a student has completed half of his required 36 months (for a bachelor's degree), he goes before a faculty committee to obtain approval for the remainder of his Program of Study. At this time, the student's request for program approval will describe his past education and experience, his work at Empire State, his aspirations in the real world--and the major activities he intends to pursue for the remainder of his college work, and the resources and mentors to be involved. Usually, the student is assisted by a mentor in preparation of his plan. Approval of the center's program committee is necessary at this stage for the student to continue on toward graduation...

EMPIRE STATE COLLEGE:

SAMPLE CONTRACT

(FROM THE 1972 ANNUAL REPORT)

HALF-TIME CONTRACT FOR MICHAEL HOBBS

Michael Hobbs is a business man in the capital district. He owns a used furniture and appliance store, a paint store, and a rental store for party-makers and do-it-yourselfers all under one roof. By operating his business, he has become proficient in bookkeeping, business management, purchasing, and sales work. Now, however, he would like to pursue studies which would enable him to participate in architectural planning. Specifically, he is interested in providing the sort of input which would result in buildings that are functional and aesthetically pleasing. In the event that this interest cannot be developed into a full time career, Mr. Hobbs would like to enter a graduate program in library science. The contract takes these considerations into account.

Bibiography

Philosophy and History

Mumford, L., Sticks and Stones: A Study of American Architecture and Civilization.

Tunnard and Reed, American Skyline: (Growth and Forms of Cities in History).

Haworth, Laurence, The Good City: (Philosophic or Moral Concepts).

Meyerson, Martin, et al, Face of the Metropolis: (Aesthetics: Photographs and Comments).

Meyerson, Martin and Burchard, J., "Design and Urban Beauty in the Central City", pp. 194-227 in The Metropolitan Enigma, Edited by James Q. Wilson.

Concepts about City - Social Economics

Abrams, Charles, The City is the Frontier:

Jacobs, Jane, the Death and Life of Great American Cities.

Gordon, Mitcherll, Sick Cities, (Transportation, Air, Water, Recreation, Policy and Fire, Education, Libraries, Government).

R.P.I. Model City--Rensselaer--Tract, County Planning Commission.

Theoretical Constructs of Planning

Selected Articles from the Journal of the American Institute of Planners Murphy, The American City, McGraw Hill, 1966.

Housing and Urban Renewal
Lowe, Jeanne, Cities in a Race with Time (Case histories of urban renewal)
Fiedman, Laurence, Government and Slum Housing
Housing and Urban Development Legislation, 1971
Hearings before Subcommittee on Housing of the United States House of Representatives.

Field Experiences

Mr. Hobbs will work with Thomas Martineau, Research Associate (Architect) at the State University Construction Fund. He will spend eight hours per week there. Mr. Martineau will give him an informal course in:

1. Blueprint reading and evaluation.
2. Schematic drawings.
3. The workings of the State University Planning Group.
4. The planning process.

To help him in this work, Mr. Martineau has given Michael the following bibliography:

Handbook for the evaluation of Public Facility Programs Prepared for the SUCF of New York by Davis, Brody and Associates, Architects with the Urban Research Group, City College of the City University, School of Architecture, 1970.
Interior Finishes/Floors, Walls, Ceilings,--Interim Report Performance Criteria, SUNY, SUCF, May, 1968.
SUCF, R.&D. Section, Handbook on R & D Functions, 8 Nov. 1971.
A Guide for Facilities Planning, SUCF, Albany, N.Y., August,1970.
A Guide for Campus Planning, SUCF and SUNY, July, 1970
The Role of Automated Management Systems in the Construction Fund's Educational Facilities Delivery Process, SUCF, Roger F. Hallenbeck, Director R & D, and Thomas Martineau, Research Associate.

To familiarize him with housing and urban renewal programs, he should read the following which cover the newest and most comprehensive federal legislation affecting housing and urban renewal:

Lowe, Jeanne, Cities in A Race With Time
Friedman, Laurence, Government and Slum Housing
Housing and Urban Development Legislation, 1971
Hearings before the Subcommittee on Housing, Parts I-III
H.R. 9688, H.R.9331, H.R.8853

Mr. Hobbs will use the knowledge he gains from his reading and field work in a study and critique of a particular building. His critique will include what he considers the effectiveness of the functional design of the building (including interviews with the occupants). The precise form of the physical-social study will be determined as the work progresses.

Student and mentor will meet as often as necessary to organize and direct the studies. Several sessions at the mid-point and at the end of his contract will be spent in synthesis; determining relevant forms for communicating his learning. Additionally, student and mentor will have telephone conversations on a weekly basis.

WASHINGTON ASSOCIATION OF COMMUNITY COLLEGE STUDENT GOVERNMENTS

LEARNING CONTRACT

(Sample)

Name_____Student Number_____

Address_____Phone_____

Faculty Sponsor_____

Sponsoring School/Department_____

Short Project Title_____

Units of credit to be awarded upon successful completion_____

Grading scheme (A-E, credit-no credit, pass-fail, etc.)_____

Beginning date_____

Approximate Completion date_____

PURPOSES:

ACTIVITIES UNDER THIS CONTRACT:

Subcontractor (s) if essential to contract_____

Support to be provided by the sponsor (and sub-contractor (s)):

RESULTS PROJECTED:

METHODS OF EVALUATION:

Does this contract require special resources or carry any special legal implications? If yes, attach explanation.

Student's signature_____date_____

Sponsor's signature_____date_____

Subcontractor (s) signature_____date_____

_____date_____

Signature of Dean of Department Head if needed

_____date_____

EXPLANATION OF CONTRACT FORM

Short project title:	If the project is an internship, this should be denoted by "internship as (position title) with W.A.C.C.S.C." If the project is a research/study contract, the title should be in the form "A study of voting trends during the 1973 legislative Session."
Faculty sponsor:	This is the college faculty of staff member (s) with whom the student is writing the contract and who will be responsible for guiding, accrediting and evaluating the project in concert with the student.
Units of credit:	This is a negotiable item. Generally a full-time internship or study contract during the course of one academic quarter is worthy of the equivalent of a full load in course work. The amount of study required by the contract should be determined jointly by the student, sponsor, and supervisor.
Grading Scheme:	The primary emphasis for evaluation would be the compilation of a portfolio containing documentation (written work, evaluations, etc.) of the experience. Any grading scheme would preferably function only as a supplement to the portfolio.
Purposes:	The learning objectives (what is to be learned) should be delineated here. What skills or concepts does the student wish to master?
Activities:	What does the learning constitute? What techniques or procedures are to be used? If the contract is for an internship, how does it provide for reflective analysis of the internship activities? This section would also list any supplementary academic work required by the contract, i.e., observations, interviews, readings, journals, essays, reports, etc.

Sub-contractor (s):	These are persons either on or off campus with which the student has discussed the project, whose help is necessary to carry out the conditions of the contract, and who have agreed to help. Others who collaborate along the way can be named in the concluding evaluation/ report.
Support:	This is a matter of negotiation. How often will the student and sponsor be working together? What kind of guidance will the sponsor and any sub-contractor (s) provide?
Results:	Papers, videotapes, audio tapes, photographs, or a journal? If the contract is primarily for an internship, how will the experience be embodied?
Evaluation:	Oral or written examination? Standard tests? Essentially how will the student and sponsor know when the contract has been satisfactorily completed?
Special Implications:	Any legal implications or need for special campus resources or equipment should be noted here to call attention to the proper individuals.

University of Washington
College of Education

January 3, 1973
Prof. David Island

Educational Psychology 447: Principles of Guidance

Participation Contract

Note: The notion of contract writing as a pedagogical method has appealed to me for some time, though I have used it only twice before. I view contract writing as having three major purposes: a clarifying experience; a goal-setting experience; and a priority-setting experience. No one, including me, has a veto, although persons in your trio group or group of nine may encourage you to change your contract before they sign it. Essentially though, it is a document through which dialogue is conducted with fellow learners about what you are doing in a course. Finally, at the conclusion of our course, the contractual agreements also will provide you and your trio with a handy reference for critique and feedback on your accomplishments.

1. I plan to attend____ class sessions of the eleven (11) which are scheduled every Wednesday 4:30 to 6:30.

2. I plan to read the following books.

3. I plan to read the following articles.

4. I plan to engage in the following project(s) related to principles of guidance.

5. The particular area(s) related to guidance which I intend to pursue in depth are in specific...

6. A statement about my willingness to search for materials and resources for this course and to share these with others.

7. I would like to conduct the class session or be responsible for the class session (one part) on_____ to engage those who are interested in an investigation of the particular area which interests me.

Contract: EdPsy 447

8. My thoughts on what I want the course instructor (David) to do.

9. My thoughts on what I want from the other class participants, especially from the persons in my trio and group of nine.

10. My style of participation in this course will be...

11. What I think about examinations and grading in relation to my learning.

12. I am willing to engage in ___ hour(s) of evaluation with _____ _____receiving feedback and critique on my learning/participation.

13. I am willing to engage in ___ hour(s) in giving feedback and critique to _____about their learning/participation.

14. The methods of evaluation most meaningful to me which I will use for myself and with others...

15. Particular goals for my own behavior change, skill acquisition, or knowledge...

16. The grade I want for this course is____.

17. *Agreement: My signature on this document indicates my willingness to permit the document to be reproduced anonymously for research and writing purposes

_____ _____ _____
(your signature) (trio partners signatures) (date)

_____ _____
first review initials and date second review initials and date

*This contract is not to be turned in for approval by the instructor. Rather it is to be thoroughly shared with trio partners. The agreement refers to the fact that I am collecting data, documents and materials to analyze for my forthcoming book, Teaching Adults, and I would like to borrow for Xeroxing your contracts twice, once at the end of class, January 17 and again in March after the final evaluations. It will help me greatly. Thanks. DI

Some hints and aids on creating your contract.

1. Really, you could leave it blank and see if your trio partners would sign it. I would hope they wouldn't since I value the notion of rather publicly declaring what you are about as a learner.

2. Please write or create the contract so that it is pleasing to you. Chances are that what is pleasing and stimulating to you will be seen as ok by others.

3. Consider the contract as always in rough draft. You may want to write it only in pencil and erase to revise. Or, you may want to type or use pen. Then, by crossing out and rewriting you will have a record of your changes.

4. I really would like you to be serious about it. It isn't a gimmick, it isn't an experiment, it isn't at all intended to be busy work. It is intended to stimulate you to think about what you want out of this course, what level of commitment you have to learning what you want to learn, and how much responsibility you can take for your own learning.

5. Specific point-by-point notes

   Item 1: I want you here every time, promptly, to be sure. But you may be able to come to only 9 sessions. If you know those kinds of things now, declare yourself.

   Item 2: There are two books for the course on sale at the bookstore, the two I think are best. You may want to read a dozen more, I hope. There is a reserve book list to help you. You aren't restricted to materials on Guidance. (Many guidance books are awful and boring too). You may be interested in reading about the alternative school movement, the human potential movement, about how to change your own or someone else's behavior, about counseling, about communication skills, etc, or about humanizing schools, etc., etc.

   Item 3: Same as #2. You might want to check the Personnel and Guidance Journal or the Journal of Counseling Psychology or any other of hundreds of journals. Perhaps you've been collecting articles to read.

   Item 4: This is not to suggest that you must do a project. Many persons, including myself, work best on a project. Perhaps you'd like to write a paper, do a report of some kind. You may want to have a group experience (Chinook Learning Community on Whidbey Island; Group Process Institutes in Portland and Seattle, among many others offer weekend labs, etc).

   Item 5: Many people like to focus on one area.

Item 6: I am in hopes that everyone will bring in materials, articles and other forms of stimulation for us and will share it with us.

Item 7: There will be plenty of opportunity and quite a bit of pressure for small groups or individuals to take turns being responsible for some of the class time Plan now so that you can get on the calendar.

Item 8: I will write an exam for you if you want one and if you help me. I probably won't lecture though, since I don't do it well and you will be wasting your tuition money to listen to me lecture. But I will try to respond to most needs, if I can.

Item 9: I believe that everyone, if it were possible to do in a group of 60+ would profit from knowing what everyone else wants from them. Do you want others to attend regularly? (I usually feel cheated when someone is absent because then I can't learn from them) etc.

Item 10: What kind of learner/participator are you? Passive, silent, a talker, a provoker? Do you start right in? Do you want for others to take the lead? Do you bring others out? Do you like to write as a way of participating? Do you have a pattern of participating which others would profit from knowing about now?

Item 11: Be honest. Perhaps you don't like exams, but do they really motivate you? Or, do exams really hinder your learning? And, do you really work for grades or not?

Item 12 and 13: This is critical. We already have time set aside to do it, but it is important to state now your willingness to engage in evaluative processes. And with whom. I believe that evaluation is absolutely essential. Especially of the person by himself. Locating the point of evaluation within you is one of the most important goals in education, I believe. Evaluation is very different from grading, in my estimation.

Item 14: There are many alternative ways to give and receive evaluation. Anecdotal; written; comments; tests; oral; etc.

Item 15: Behavior change; skill acquisition; knowledge are different goals I am convinced. You may want to pick up a general reading (knowledge) familiarity of the guidance field. You may want to learn several new ways (skill) of responding to anger in other people, for instance. You may want to become less defensive (change) in the presence of your principal.

Item 16: Self-explanatory. The course is self grading, so at the end of the quarter, you, with the help of your triomates, will determine your grade.

University of Washington
College of Education

December 8, 1972

Ed Psy 510C: Seminar in Educational Psychology--Nonverbal Aspects in Human Communication. Winter quarter. 3 credits.

Seminar Coordinator: David Island

Participation Contract

Note: The notion of contract writing as a pedagogical method has appealed to me for some time, though I have tried it only once before--with a group of 75. While significantly different from this form, it nonetheless was mildly successful, I thought. Essentially, I view contract-writing as having three major purposes: a clarifying experience; a goal-setting experience; and a priority-setting experience. The way I view things, no one has a veto. Instead, it may be that upon seeing your statements, persons in the course may encourage you to revise your contract so that it is more or less consistent with their expectations of you. In other words, there may be some levelling-off when we consider each others' contracts. It also seems logical to me that we would all review the agreements periodically, more so the documents can be revised than for disciplinary purposes. At the conclusion of our course, the agreements also will provide us with a handy reference for personal critique and feedback.

1. I plan to attend _____ class sessions of the 20 sessions scheduled for _____.

2. (a) I plan to read the following books.
   Knapp, Nonverbal Communication in Human Interaction

   (b) I have already read the following books.

3. (a) I plan to read the following articles
   Ekman, Paul and Wallace Friesen, Nonverbal Leakage and Clues to Deception. Psychiatry, 32, 1, 1969, 88-106.

   (b) I have already read the following articles.

Ed Psy 510C: Seminar in Educational Psychology

4. (a) I plan to engage in the following project(s) related to nonverbal communication.

   (b) I have already completed or am presently engaged in the following projects related to nonverbal communication.

5. The particular area(s) of research on nonverbal communication which I intend to pursue in depth. (Be specific)

6. I would like to conduct the class session(s) on _____ to engage the group in an investigation of my particular interest area.

7. My thoughts on what I want the seminar coordinator (David) to do.

8. My thoughts on what I want from the other participants.

9. My style of participation in this seminar will be.

10. I am willing to engage in ____ hours of evaluation with _____ _____ receiving feedback on my learning/participation.

11. I am willing to engage in ____ hours in giving feedback or other evaluation/ critique with _____ about their learning/participation.

12. The methods of evaluation most meaningful to me which I want for myself and to use with others.

_____ _____
(your signature) (date)

_____ _____
(co-signature) (date)

_____ _____
(initials) (review date)

NOVA PROJECT

LEARNING CONTRACT

COURSE TITLE _____ KIND OF CREDIT _____

FACILITATOR _____ ADDRESS _____

_____ PHONE _____

STUDENT _____ COORDINATOR _____

Course description: What do you want to learn and how do you plan to do it?

Credits: Amount expected _____

Basis on which credit will be earned.

We mutually agree to committ ourselves to attaining the course objectives as established. Attendance and participation in this course will be consistent and adequate for achieving these objectives. When a scheduled course activity cannot be attended, the student or facilitator will notify the other in advance.

Date _____ Student _____

Date _____ Facilitator _____

COMPLETION/TERMINATION of the contract.

Amount of credit received _____

Date _____ Student _____

Date _____ Facilitator _____

Date _____ Coordinator _____

NOVA PROJECT

FACILITATOR EVALUATION

COURSE TITLE_____

FACILITATOR_____

STUDENT_____

_____

_____

List the specific activities involved in the course including books read, field trips, papers read. discussions, etc.

Comment on the quality of the student's work.

NOVA PROJECT

STUDENT EVALUATION

COURSE TITLE _____

FACILITATOR _____

STUDENT _____

_____

_____

Comment on what you learned and how you feel about it.

Did the Facilitator give you the kind of help you needed?

If not, what should have been done?

BELLEVUE COMMUNITY COLLEGE

LEARNING CONTRACT

Name_____Student Number_____

Address_____Phone_____

Faculty Sponsor_____Sponsoring School/Dept._____

Short Project Title_____

Units of credit to be awarded upon successful completion_____

Grading scheme (A-E, credit-no credit, pass-fail, etc. _____

Beginning Date_____Approximate date of completion_____

Purposes:

Activities under this contract:

Subcontract(s) - if essential to contract_____

Support to be provided by the sponsor (and sub-contractor(s):

Results projected:

Methods of evaluation:

Does this contract require special resources or carry any special legal implications? If yes, attach explanation.

Student's Signature_____Date_____

Sponsor's Signature_____Date_____

Subcontractor(s) Signature_____Date_____

Signature of Dean of Dept.

Head if needed_____Date_____

WALLA WALLA COMMUNITY COLLEGE

COMMUNITY INVOLVEMENT PROGRAM

Student Volunteer & Agency Contract

Date_____

Student's Name_____

Address_____

Supervisor's Name_____

Agency, School, etc._____

Volunteer's Job Description (to be completed by supervisor):

Student's agreed upon time schedule for this quarter (a new contract must be signed each quarter).
Weekly schedule will be:

Total no. of hours student will volunteer this quarter_____

Credit hours working toward_____

One copy of this contract is to be kept by the supervisor; the other by the student as the first page of the journal. A similar contract has been made between the student and faculty coordinator.

I understand my obligations to this agency for this quarter.
Student's signature_____

The above job description is accurate. I agree to serve as this student's supervisor for this quarter.

Supervisor's signature_____

SEATTLE CENTRAL COMMUNITY COLLEGE

Division of Social Sciences
Community Involvement Program

* *

PRACTICUM LEARNING CONTRACT

SECTION A - SPECIFIC LEARNING OBJECTIVES

SECTION B

IN order to accomplish the learning objectives as listed in Section A above, I agree to participation of (number of hours)_____per week as a (title as it relates to the services provided)_____ with (name of agency)_____

IT is my understanding that I will actively participate in weekly special interest seminars as are discussed in Section 3.2 of the Course Outline.

FURTHER, it is my understanding that at the completion of the quarter, I will submit a summary report to my seminar instructor as is discussed in Section 3.4 of the Course Outline.

FURTHER, it is my understanding that I will attend and participate with general seminars as are discussed in Section 3.1 of the Course Outline.

SIGNATURE OF STUDENT_____DATE_____

SIGNATURE OF INSTRUCTOR_____DATE_____

PRACTICUM LEARNING CONTRACT
Page two

SECTION C

IN order to assist (name of student)_____ in accomplishing the learning objectives as listed in Section A of this contract, (name of agency)will provide the following services:

_____

FURTHER, it is our understanding that while (name of student)_____ _____is participating with our agency, he/she will be performing the following activities: (list as specifically as possible, indicating days, times, etc. where possible)

SIGNATURE OF STUDENT_____DATE_____

SIGNATURE OF AGENCY REPRESENTATIVE_____

DATE_____

SIGNATURE OF AGENCY COORDINATOR_____

DATE_____

PRACTICUM LEARNING CONTRACT
Page Three

SECTION D

IN order to assist (name of student)_____ in accomplishing the learning objectives as listed in Section A of this contract, I agree to provide the following professional services: (be as specific as possible, listing times, reference materials, dates, etc.)

SIGNATURE OF INSTRUCTOR_____

DATE_____

cc: Student
Instructor
Agency Representative
Agency Coordinator

Tacoma Community College Learning Contract

Title:_____ Units of Credit:*_____
Student:_____ Social Security No.: _____
Instructor-Sponsor_____
Agency:_____ Supervisor:_____
Beginning Date:_____
Estimated Date of Completion:_____
Purposes: (educational objectives for student)
Prerequisite experience(s):_____
_____

Student Activities and responsibilities:

1) job description provided by agency
2) activities required by instructor-sponsor
   e.g. journal, paper, etc.

Instructor activities and responsibilities:

1. Meet with agency supervisor at least twice per quarter.
2. Establish criteria for the learning experience evaluation.
3. Meet with student at least once weekly.
4. Work with agency to orient student before contract begins.
5. Evaluate student learning experience.

Agency activities and responsibilities:

1. Orient student to job problems involved in job before contracted work begins.
2. Supervise student activities
3. Provide learning experience activities.

Coordinator activities and responsibilities:

1. Facilitate communication between instructor and agency.
2. Check with agency weekly (by telephone) for student progress or problems.
3. Assist instructor-supervisor in evaluation of student based on weekly progress report as mentioned in item 2 above.

Does this contract require special resources or carry special legal implications?
Yes_____No_____
(If yes, attach explanation)

Student's signature:_____Date:_____
Instructor-sponsor's signature:_____Date:_____
Agency supervisor's signature:_____Date:_____
Coordinator's signature:_____Date:_____

*Credit hours are apportioned by the instructor with the advice of the coordinater and according to the estimated learning which is expected to take place within the community activity.

Public Service Intern Program
5th Floor
141 Milk Street
Boston, Massachusetts

MASSACHUSETTS DEPARTMENT OF COMMUNITY AFFAIRS

PUBLIC SERVICE INTERNSHIP PROPOSAL FORM

AGENCY_____ DEPARTMENT_____

MANAGEMENT DATA

_____ _____
Department Head Intern's Immediate Supervisor

ADDRESS_____ _____

_____ _____ _____

PHONE_____ _____

POSITION DATA

Description of Internship Position: Please describe in detail;specific programs to be assigned to intern;the nature of the internship (i.e. development, administration, evaluation, etc.);the interns position of authority within the organization (i.e. assistant, researcher, consultant)

Capsule Summary:(Concise paragraph of above description)

_____

_____

_____

LIST THE INTERNS DUTIES & ACTIVITIES (Necessary to Attain Objectives Listed Above)

AT REGULAR LOCATION _____% 1._____
2._____
3._____

FIELD WORK _____% 1._____
2._____
3._____

CLERICAL,STATISTICAL OR ROUTINE _____% 1._____
2._____
3._____

ADMINISTRATIVE INFORMATION

POSITION: Summer_____ Academic_____ Full-time_____ Part-time_____
DESIRED DATES OF EMPLOYMENT:_____to_____
NUMBER OF WEEKS INTERN WILL WORK:_____(If Limited)
NUMBER OF INTERNS REQUIRED FOR THIS INTERNSHIP:_____(If a Team Project)
REQUEST FOR A SPECIFIC INTERN:_____

REQUEST FOR ASSIGNMENT of a P.S.I.intern in the described position is hereby approved. I hereby certify that the assignment of an intern into this position will not result in the displacement of a regular worker or impair existing contracts for service.

_____ _____ _____
Signature of Department Head Title Date

SKILLS ANALYSIS

PLEASE read each statement carefully and consider to what extent each attribute is especially important in this particular internship. Then circle the appropriate point on the scale. THEN go back and assign a number weight to each of the categories. Mark this number in the heavy box. The total of all weights should equal 100.

VERBAL SKILL ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern be required to speak at public meetings, communicate extensively with individuals, or speak before government boards and commissions? Outside of normal correspondence, how important are verbal skills?
WRITTEN SKILL ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern be required to write special reports, articles, or handle difficult correspondence? Outside of normal correspondence, how important are written skills?
ANALYTICAL ABILITY ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern be required to analyze data, organize research studies, or conceptualize abstract theory? Outside of normal thinking, how important is analytical ability?
CULTURAL/RACIAL SENSITIVITY ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern have to understand and/or relate to people of different cultural/ethnic background? Outside of normal understanding of human relations, how important is cultural/racial sensitivity?
ORGANIZATIONAL ACCUMEN ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern be involved in politically sensitive situations, or be required to have a sophisticated understanding of bureaucratic relationships? Outside of normal understanding of hierarchy, how important is organizational accumen?
INITIATIVE ☐ 1 2 3 4 5 average quite very important important	To what extent will the intern be required to initiate special projects on his own, pursue ideas without supervision, or be especially aggressive in order to accomplish his objectives? Outside of normal motivation, how important is initiative?
OTHER ☐ 1 2 3 4 5 average quite very important important	To what extent will other skills, experience or personality traits be helpful. (Such as computer programming, photographic skills, a foreign language, particular college courses, past work experience.) The Skill or trait required is _____ Outside of the talents listed above, how important is the skill or trait just described?

OBJECTIVES

TO INSURE a meaningful internship for intern and supervisor, please clarify the internship with regard to the following questions.

Will the intern receive an overview of the department? By what means?

How will the intern be encouraged to make observations and criticisms?

What provisions will be made to assure a close working relationship with supervisor and staff?

In what areas will the intern be expected to exercise responsibility? To what degree?

How will this internship encourage the interns self-development?

I N T E R L A K E H I G H S C H O O L

FORMAT FOR CONTRACT PROPOSAL (See sample attached)

Any contract proposal when presented to the Administration for approval must include the following:

1. Course of study.
2. Resource materials to be used.
3. Goals of contracted study and method of evaluating progress.
4. Procedures for periodic consultation with faculty members and time schedule for completion.
5. Special projects and papers associated with contract.
6. Course credit arrangement.
7. Approval of supervising teacher and area chairman.

PROCEDURE CHECKLIST FOR CONTRACT WORK:

Each of the first five steps listed below must be completed in the order listed before any actual work on the course is begun:

1. Obtain Contract Course Approval form from Registrar.
2. Work with supervising faculty member in drawing up contract.
3. Have faculty member and area chairman indicate approval by signing Contract Course Approval form.
4. Submit Contract Proposal and Contract Course Approval form to Registrar.
5. Contract Proposal is submitted by Registrar to Administration.

6. Conduct and complete course work upon notification of contract approval from the Registrar.

INTERLAKE HIGH SCHOOL

SAMPLE

WORLD HISTORY CONTRACT

PROPOSAL

I. World History: Medieval to 1900

The course will consist of weekly readings on topics relating to the history of the world from the medieval period to the present. While specific topics may vary, the general areas to be considered are as follows:

A. The Crusades.
B. Medieval Life.
C. The Renaissance.
D. The Reformation.
E. The English Revolution.
F. The French Revolution.
G. The Napoleonic War.
H. Nationalism in Europe.
I. Imperialism:
    1. Traditional Asian and African Society.
    2. Impact of the West on Traditional Societies.

II. There is no textbook for the course. The readings will vary, with an emphasis when possible upon biographies.

The purpose of the course is to provide the student with a knowledge of the significant ideas and events of world history in order to supplement a U.S. History class which was taken in another school. More specifically, the students should be able:

A. To identify the significant events, trends, and personalities in World History from 1600 to 1900.
B. To recognize a casual relationship between events of one time and another.
C. To write an argumentative essay.
D. To identify and evaluate the kinds of sources historians use to write about the past.
E. To identify different interpretations of history.

SAMPLE

Student's progress will be evaluated as follows:

A. Discussion of reading with teacher once a week.
B. Short essays.

IV. The student will meet with the teacher once a week during SST. Course is to be completed by the end of the semester.

V. Although no extensive research programs are planned at this time, students will be allowed to pursue any topic in depth which is desired.

VI. One credit for completion of semester course.

EVALUATION OF

CONTRACT LEARNING

Evaluation is one of the basic aspects of the learning contract to be worked out in advance by both the learner and sponsor. The following example adapted from the ACTION program merely suggests some possibilities as a basis of evaluation. However, what is missing from this example is the opportunity for the student to evaluate the learning situation in terms of his expectations, ability, and freedom to fulfill his goals, and self-evaluation of actions in retrospect (see Nova Project Learning Contract Pages 2, 3). This interaction is important as both actors in the contract may view the experience in different but equally valid perspectives.

Sample Student Evaulation Form

Name of Student_____Date_____
This evaluation form represents a minimal record of a student's work. After filling in the rating scale, please feel free to make additional comments.

	Superior	Above Average	Average	Below Average	Poor	Don't Know
Ability to work with other volunteers						
Ability to work with your staff or people						
Dependability						
Leadership Qualities						
Resourcefulness						
General Effectiveness						

Adapted From: The National Student Volunteer Program, ACTION, Washington D. C.

General reactions of immediate co-workers, staff, and neighborhood people to the student:_____

_____

_____

Additional Comments:_____

_____

_____

What was the student's job description?_____

_____

_____

_____

What were his hours?_____

Would you be willing to write a reference for the student?
Yes_____ No_____

Evaluation by_____

Agency_____

(Two copies of this form should be filled out: one to be filled by the Student Volunteer Program, the other by the host agency.)

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 29 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION